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ABSTRACT

The purpose of this guide is to identify program goals in Texas for the teaching of Spanish, Levels I, II, and III (Grades 7-12). Program goals are presented for the students' development of four language skills--listening, speaking, reading, and writing--and an understanding of Hispanic culture. The guidelines are designed to assist local schools in developing their own curriculum guides by providing program goals to be translated into specific objectives which describe what a student should be able to do at a given level. Individual teachers can also use the guidelines in planning courses, units of work, and daily classroom activities. These guidelines do not recommend any particular basic material nor advocate any specific methodology. The emphasis is on program goals designed to produce communicative competence. Included are goals, learning activities, and evaluation activities for each of the four skills and for the appreciation of Hispanic culture. For each of the three levels, a section on structure is included, not to be treated as a separate entity but to be incorporated into all the skills. Also, vocabulary is to be taught in an authentic cultural context. For classes of Spanish for Spanish speakers, the sections on listening and speaking will need to be adapted to the level of competence these students already possess. The guidelines also include a glossary of linguistic and grammatical terms and a list of selected references, both designed for the use of the teacher. (Author/CFM)

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SECONDARY SPANISH GUIDELINES FOR LEVELS I, II, III

Texas Education Agency
Austin, Texas

Division of Curriculum Development
Texas Education Agency
201 East 11th Street
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FOREWORD

Secondary Spanish Guidelines is part of a new foreign language framework for Texas schools. Other components of the framework are guidelines for the teaching of second languages in elementary and secondary schools and for the languages of French, German, and Latin. Experienced teachers of successful foreign language programs assisted in the writing and field testing of these documents.

Through such publications the Texas Education Agency provides leadership to administrators and foreign language educators for designing local curriculum. Our hope is that the use of these materials will allow students to develop an appreciation of the culture, language, and lifestyle diversities of others, one of the *Goals for Public School Education in Texas* established by the State Board of Education.

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Commissioner of Education

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Leroy F. Psencik, Director
Division of Curriculum Development

Foreign Language Section
Bobby W. LaBouve, Program Director

Consultants
Inés García
Carl H. Johnson

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The material presented in this bulletin was developed by the following:

Ralph M. Carter
Associate Professor
College of Education
Texas Tech University
Lubbock

Camilla McLaughlin
Teacher
Midland High School
Midland

Rosemary Patterson
Teacher
Lee High School
Midland

Clara F. Gregory, former consultant in the Foreign Language Section of the Texas Education Agency, coordinated the development of these Guidelines.

The preliminary edition of the bulletin was pilot-tested in 1975-76 by the following:

District and Coordinator	Teachers
Aldine, Yolanda Marimon	Shelia Acosta Emily Dawson Susan Strait
A&M Consolidated Robert Caskey	Mary C. Worley
Austin, Julia Mellenbruch	Margaret Adey Marjorie Blackstock Doris Henderson Marynell Walker
El Paso (Central) Madlyne Guthrie	Fleda Jordan Paula Riley
El Paso (Northeast) Genevieve González	José Casavantes Manny Carrasco Josie Fulkerson Benny Pacheco

Hurst-Euless-Bedford	Dale Magers
Pat Mengwasser	Pat Roe
Laredo, Dora Sáenz	Rosa María Pérez del Río
	Araceli Martínez
	Celso Sánchez
Lubbock, Jay Gordon	Suzanne Abbott
	Mildred McKelvey
	Pearl Morris
Midland, Robert Carter	Betty Depew
	Linda García
	Kay Horchler
	Camilla McLaughlin
	Rosemary Patterson
Pasadena, Herman Grammer	Sandra Cates
	Marcelina Harrell
	Sue Munsch
	Elizabeth Taylor
Tyler, Dorothy Scott	John Idrogo
	Wanda Barton
Weslaco, Patricia Wallace	Rachael Arriaga
	Daniel de los Santos
	Noemí González
	Lilia Hernández
	Raúl Hernández
	Herlinda Moya
	Beatriz Weber
Wylie (Collin Co.) G. Burnett	Jane Smith

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INTRODUCTION

The purpose of *Secondary Spanish Guidelines* is to identify program goals for the teaching of Spanish, Levels I, II, and III (Grades 7-12). Program goals are presented for the students' development of four language skills—listening, speaking, reading, and writing—and an understanding of Hispanic culture. The Guidelines are designed to assist local schools in developing their own curriculum guides by providing program goals to be translated into specific objectives which describe what a student should be able to do at a given level. Individual teachers can also use the Guidelines in planning courses, units of work, and daily classroom activities. These Guidelines do not recommend any particular basic material nor advocate any specific methodology. The emphasis is on program goals designed to produce communicative competence.

A *level* of language learning is defined in terms of student performance, not in periods of enrollment. Therefore, the Guidelines can be used to develop courses of study for the quarter system as well as for an individualized or continuous progress program. The same guidelines can be used in a Spanish program begun in Grade 7 or 8 inasmuch as *level* is based on student performance.

Included are goals, learning activities, and evaluation activities for each of the four skills and for the appreciation of Hispanic culture to be developed by students. At Level I, listening and speaking are the skills of primary importance, with both still to be considered basic at Level II. Reading and writing skills are to be treated in greater depth at Level II than at Level I. By Level III, students should have attained sufficient competence in the listening and speaking skills so that all classroom activities can be conducted in Spanish. More extensive reading can be done; and writing, which progresses from directed to free composition, can receive greater attention than in the first two levels.

For each of the three levels, a section on structure is included, not to be treated as a separate entity but to be incorporated into all the skills. Also, vocabulary is to be taught in an authentically cultural context. Although each of the three levels contains a section on culture in the same format as that of the skills, teachers are reminded that language and culture cannot actually be separated. The culture sections can be used as guides or checklists to ensure that Hispanic culture is interwoven into all phases of the language learning process.

For classes of Spanish for Spanish speakers, the sections on listening and speaking will need to be adapted to the level of competence these students already possess. The reading and writing suggestions can be used with Spanish-speaking students as well as with those with no previous formal study of Spanish. For additional help in teaching native speakers of Spanish, teachers should make use of Texas Education Agency Bulletin 702, *Español para alumnos hispanohablantes, Niveles I y II de secundaria*, 1975. This publication gives not only guidelines for teaching the four skills and culture to the Spanish speaker but also includes three teaching units for each of the two levels.

Secondary Spanish Guidelines also includes a glossary of linguistic and grammatical terms and a list of selected references, both designed for the use of the teacher.

LEVEL I

LISTENING

Goals

Students recognize and comprehend, at conversational speed, the general context and specific details of dialogs and the recombination thereof within the framework of previously learned material.

In order to demonstrate this recognition and comprehension students should be able to:

- Hear and discriminate among the various Spanish vowel sounds
- Hear and discrimnate among the various Spanish consonant sounds
- Hear and respond to Spanish intonation, stress, and rhythm
- Hear and comprehend linking of sounds and phrasing
- Hear and discriminate among the Spanish vowel clusters
- Hear and comprehend the morphological changes indicated in the section on structure
- Hear and comprehend lexical items and content of material studied

Note: While a comparison of the English and Spanish sound systems may be necessary to make the student aware of the differences between them, a detailed study or comparison of the two systems is not appropriate at this level.

Learning Activities

In addition to the dialogs and other activities in the basic text, the classroom teacher may use the following activities to ensure that students reach the goals of Level I:

- Upon hearing a series of words containing contrasting sounds (vowels and vowel clusters), students raise their hands when they hear the sound they are asked to listen for
- Using hand signals, students indicate stress, rhythm, and intonation patterns in material heard
- Upon hearing a series of two or more words orally, students mark *S* (same) or *D* (different) on their papers

- Upon hearing contrasting pairs of English and Spanish words, students mark whether they hear the English diphthongized vowel or the Spanish vowel: *de - day; le - lay*, etc.

- Upon hearing words containing contrasting consonant sounds, for example, /r/ and /rr/, students hear the difference and indicate it on their papers

- Upon hearing a series of words, students write in order the vowel or vowel clusters heard. Examples: *balanceaba - a a e a a; contrario - o a io*

- Upon hearing a key word or words, students indicate on their answer sheets which word corresponds to the picture given

- Upon being shown a picture and given a statement about it, students mark *true* or *false* on their papers

- Students carry out specific verbal instruction through physical responses, for example, by playing *"Dice Simón"* and "Charades," by drawing pictures on the chalkboard or overhead projector, or by moving pictures into position on a flannel or magnetic board according to directions

- Upon hearing a sentence and two or three rejoinders, students select the one which best completes the idea in the original sentence

- Students give orally the English equivalent to a Spanish word or sentence to show comprehension

- Listening to familiar material in recombination followed by a series of related statements, students indicate whether the given statements are true or false

Activities for Evaluation

Listening comprehension should be tested as much as possible by activities which do not require the speaking, reading, and writing skills. Following are suggestions for evaluation:

- Discrimination of sounds, using minimal pairs

- Selection of multiple-choice items

- Body movement or physical response

- Drawing of pictures or making marks to show comprehension

- Identification of pictures orally described

- Making native-language response

- Dictation, after reading and writing have been introduced

SPEAKING

Goals

The speaking skills should generally parallel the listening skills except that the ability to produce should not be expected to equal the students' standard of aural comprehension and recognition.

In order to demonstrate speaking ability students should be able to:

- Produce in stressed or unstressed syllables
    - Single vowels without diphthongs
    - Diphthongs without separation
- Produce consonants in syllables without distortion
- Imitate authentic patterns of intonation, stress, rhythm, and linking
- Give information orally using appropriate grammatical forms
- Give information orally using word order characteristic of spoken Spanish
- Use familiar lexical items and content of dialogs in conversation patterns

Learning Activities

In addition to activities in the basic text teachers may use the following:

- Students produce acceptable sounds in Spanish, using teacher or tape as a model
- Given a model, students repeat contrasting pairs of words
- Using tongue twisters, students produce certain consonant sounds, such as /r/ and /rr/
- In songs and poems, as well as classroom materials, students produce authentic linking, intonation, and stress patterns
- Given a visual cue, students generate a line of previously learned dialog
- Given an oral cue, students change or replace the utterance accordingly
- Students produce sentences and act them out, for example, *Abro la puerta*
- Given a statement, students produce a question
- Students make line drawings or use magazine cutouts to illustrate oral presentations

- Students engage in short conversations, based on previously learned material, with an exchange of at least four lines
- Students ask and answer questions of one another and the teacher

Other suggestions are as follows:

- Directed dialog
- Yes-no questions, using visual cues
- Either-or questions, for example, *"¿Prefieres leche o café?"*
- Personal questions based on the material learned
- Role-playing or guided conversation, using known vocabulary and structure
- Games such as *"¿Quién soy yo?"* and *"¿Cómo soy yo?"*

Activities for Evaluation

While the oral testing of each student is a time-consuming operation for the teacher, its importance merits its being done at regular intervals.

Speaking skills may be evaluated through one or more of the following:

- Mimicry, using tape or teacher as a model (including specially chosen words or sentences to test production of vowel and consonant sounds)
- Response in Spanish to visual cue
- Directed conversation
- Substitution, replacement, and transformation
- Initiated greetings and production of responses to them
- Formulation of inquiries as well as responses to them
- Participation in a conversation which recombines familiar materials
- Short résumés, monologs, or oral paragraphs on topics within the student's experience

READING

Goals

Students must be able to read *with comprehension and without translation* passages containing the active and passive vocabulary and principal grammar concepts already learned.

In order to demonstrate this ability students should be able to:

- Read aloud to fix the association of the written symbol with the spoken word, especially those written symbols which represent sounds different from those which they represent to English speakers
- Draw meaning from the printed page through recognition of changes in meaning caused by modification in structure
- Read aloud in Spanish without interference from English syntactical patterns, for example, position of object pronouns

Learning Activities

In addition to suggestions in the basic text and its supplemental materials students may also do the following:

- Read orally single words from dialog sentences
- Read orally dialog sentences out of order
- Rearrange scrambled words from dialog into proper sequence; then read the sentence orally
- Sightread for sound-symbol correspondence
- Given flashcards of the vocabulary of the dialogs, match illustrations of the dialog with the appropriate flashcards
- From a list of words or phrases on cards, form a sentence by expansion; then read orally
- Given a command by the teacher in writing, read and execute it
- Given a question in writing, formulate an appropriate answer orally
- In the language lab, hear and read simultaneously a sentence given on tape; then read back onto the tape the same sentence for comparison purposes

- Read a passage of generally familiar material with key words missing; then from a list, provide words appropriate to the context
- Given a taped passage, then a list of nonsequential events taken from the passage, rearrange statements into the proper order
- Given an oral or written passage and written lists or partially completed sentences and appropriate completions for them, match the first with the second
- Given a narrative and an exercise matching Column A (question) with Column B (answer), match the two columns based on the narrative

Activities for Evaluation

Reading skills may be evaluated through one or more of the following:

- Oral reading of previously learned material in imitation of the teacher or a recorded model
- Identification of appropriate written response to oral cue
- Identification of the printed word corresponding to a familiar picture
- Selection of definitions or equivalents of certain vocabulary items underlined in a passage of recombined material
- Response to appropriate cues, such as sentence completions, multiple-choice items, questions, and true-false statements

WRITING

Goals

Students must be able to do simple writing containing the active vocabulary and previously learned grammatical concepts. Level I compositions should be very carefully guided and structured.

In order to demonstrate writing ability, students should be able to:

- Write in syllables, words, and sentences the graphic symbols which stand for the sounds of the language
- Control the aspects of punctuation and capitalization peculiar to Spanish
- Respond in writing to an oral or written cue, using appropriate grammatical forms
- Respond in writing to an oral or written cue, using the appropriate word order

Learning Activities

The following activities are given in many basic texts, but the order (simple to more difficult) is suggested as a guide for the teacher.

- Copy written models, with stress on accuracy
- From dictation, write punctuation and accent marks in their proper places
- Rewrite scrambled words from a previously learned dialog into a correct order
- Rewrite scrambled dialog lines previously learned into a correct order
- With key letters left out of a word, fill in the blank(s) with the appropriate letters
- Write answers to oral questions based on previously learned materials (narrative or dialogs)
- Given the answers, write the questions (on previously learned materials)
- After seeing visuals representing lines of a dialog, write an appropriate sentence
- Read a question related to learned materials; then write a reply in correct word order
- Given visuals based on familiar materials, such as foods, family, etc., write the word for each
- Use games, such as Spanish Scrabble or crossword puzzles
- Answer questions over familiar materials so that answers form a paragraph

Activities for Evaluation

Writing skills may be evaluated through one or more of the following:

- Copying of words or sentences correctly in Spanish, paying special attention to spelling (including diacritical marks), punctuation, and capitalization
- Writing from dictation a passage of familiar material
- Writing from dictation of isolated unfamiliar words and/or syllables, thus demonstrating the ability to associate spoken and written symbols
- Simple substitutions, replacements, or transformations
- Use of questions or visual cues to generate composition in structured situations

- Completion of a text containing deleted words (or segments) relating to structure

  Example: *Veo ___ mi mamá.*
  Veo _a_ mi mamá.

CULTURE

General Statement

Culture in the foreign language class is the totality of the ways of life of a language community. Language is the central feature of culture, the basic medium for its expression. Because language and culture occur simultaneously, the meaning of any utterance is the combination of the sound, grammatical, lexical, and cultural systems reflected in it. For this reason, the teaching of language and of culture cannot be separated.

To avoid stereotyping and prejudicial attitudes toward speakers of Spanish, the teacher must emphasize cultural similarities as well as differences. The Spanish-speaking community of Texas offers the first and most immediate opportunity to study and appreciate a Spanish-speaking culture and, as such, can lead to an empathy for the other Hispanic cultures.

In any study of culture the distinction must be made between two general categories:

- Those aspects that emphasize the *institution*, such as education, government, sports, recreation, and the arts

- Those aspects that emphasize the *personal*, such as gestures, social customs, and sex roles

Because of the great diversity in the Hispanic world, students must be taught not to conclude that the facets of culture studied are the same in all Spanish-speaking areas.

Goals

In order to demonstrate knowledge and understanding of certain aspects of culture, students should be able to:

- Identify the major geographical areas where Spanish is spoken

- Realize the impact of the Spanish culture and language on the United States

- Compare popular sports of Spanish-speaking countries with those of the United States, using this study as a basis for learning about sports such as soccer, jai alai, and bullfighting

- Identify festivals and holiday customs of Hispanic peoples

- Become aware of music typical of Spanish-speaking countries
- Identify gestures (different from those of English speakers) used by Spanish speakers
- Demonstrate the use of formal and familiar forms of address
- Develop an awareness of the differences of the roles of men and women in the Hispanic world and in the United States

Learning Activities

Inasmuch as language and culture are inseparable, every activity used to learn language should also involve the study of culture. However, students need to learn how to study another culture, and one of the best ways to begin is through comparison with one's own. At the beginning of Level I it is suggested that some of the activities be done in English, but the choice is left to the discretion of the teacher. In order to achieve the above-stated goals, students may do the following:

- Locate Spanish place names in the United States, beginning with Texas; participate in group projects, such as making maps to show this Spanish influence
- From various maps, identify areas where Spanish is spoken: Texas, the United States, the Western Hemisphere, and the world
- Compile lists of words and expressions of Spanish origin that are a part of English vocabulary and relate these to various topics, such as the cattle industry
- Give reports on historical events or figures that played a role in Texas history
- Research the regulations of a particular sport and sketch the ground on which it is played
- Compare a traditional Hispanic sport with a similar one played in the United States
- Listen to recordings of folk songs; learn the background, words, and music (Singing can be a group activity with emphasis on language and culture rather than performance.)
- Research information about holidays and contrast with observances of the same ones in the United States, such as Christmas and Halloween (*Día de los Muertos*). Activities related to celebrations can include music, dances, food, and costumes.
- From movies, filmstrips, and demonstrations by the teacher, learn to imitate some of the common gestures, such as *Adiós*, *¿Quién sabe?*, *Dinero*
- Present original dialogs (based on familiar material) in which the use of *tú* and *usted* are clearly distinguished

- Based on material from basic text, use role-playing to compare male-female relationships in the United States and Spanish-speaking countries, for example, family interrelationships and social customs such as dating

- Plan and carry out field trips

- Collect materials and prepare bulletin boards on cultural topics

Activities for Evaluation

It is evident that the development of culture cannot be evaluated in the same manner as the development of language skills. Perhaps the true evaluation will come later when students have had the opportunity to travel or live in a Spanish-speaking country and actually experience the culture. Many of the suggested learning activities are designed for enrichment and motivation and cannot be evaluated objectively. The following are suggestions only. Students may be asked to:

- Use outline map(s) of the United States or Spanish-speaking countries and locate Spanish place names and/or areas where Spanish is spoken

- In a paragraph in Spanish, underline words that have become commonly used in English

- Write a paragraph in English comparing a sport of the United States with one of a Spanish-speaking country

- As a followup to a study of festivals and holidays, do one of the following:

  - Prepare a typical dish; describe and serve to the class
  - Present a dance routine
  - Wear and describe a typical costume
  - Present a song connected with the holiday

- Identify through multiple-choice items celebrations and festivals of the Spanish-speaking countries

- Identify through pictures or demonstrations by the teacher the Hispanic gestures studied

STRUCTURE

The following list of structural items is provided as a guide for teachers. These structures are to be taught in all four skills rather than in isolation. Reaching the goals in each of the skill sections should be given primary consideration. As local and individual student needs determine, teachers may wish to add to or delete from this list, making sure that those items not taught in Level I are included in Level II. Student performance in the four skills is more important than the number of structures covered.

Verbs

- Present, preterite, present perfect, indicative mood, of *-ar, -er, -ir* verbs (regular, including common stem-changing and orthographic-changing verbs; only the most common irregular verbs)
- Future tense with *ir a* + infinitive
- Command forms (only those necessary for classroom use)
- Negation
- Selected uses of *ser* and *estar*

Adjectives

- Definite and indefinite articles
- Agreement
- Possessive
- Demonstrative
- Shortened forms

Nouns — gender and number

Pronouns

- Subject
- Object — direct, indirect, prepositional
- Reflexive
- Demonstrative
- Possessive

Interrogative words

Adverbs — form and order in sentences

Personal *a*

Contractions *al* and *del*

Negative words

Common expressions or idioms, such as *tener que, por eso, gustar,* and *nada más.*

Word order — basic sentence patterns and alterations of patterns for questions and negations

LEVEL II

LISTENING

Goals

Students recognize and comprehend the phonology and the morphological as well as the syntactical structures of Level I. These need to be reinforced and expanded through continued emphasis in meaningful contexts until adequate control has been achieved. Students should now be able to understand dialogs of greater length and complexity than those in Level I and comprehend narrative as well as conversational passages. In order to demonstrate these skills, students should be able to:

- Discriminate among typical Spanish intonation patterns of affirmation, information questions, yes-no questions as well as other typical suprasegmental patterns
- Make intelligent guesses by listening to recombinations of familiar material containing unfamiliar lexical items
- Hear and discriminate among structure signals, such as noun markers to indicate gender and number and verb inflections to denote tense
- Understand Spanish spoken by a variety of both male and female voices

Learning Activities

Many activities in Level I are suitable for use in Level II. In addition, students may do the following:

- After hearing a short narrative and being given a series of pictures depicting the story, number the pictures in sequence
- Listen to a short narrative and then furnish possible titles for the selection
- Respond to true-false or multiple-choice questions after hearing a narrative passage based on a dialog
- Upon hearing a set of sentences including commands, questions, and statements, write correct end punctuation
- Listen to passages in recombination, including some unfamiliar expressions, and answer questions based on the passages
- With the aid of visuals or gestures, listen to selections containing unfamiliar material to introduce foreign speech of increasing length so as to result in intelligent guessing

- In sentences read by the teacher, listen for structure signals such as number, gender, or verb forms and indicate the correct response
- View sound films and filmstrips
- Listen to guest speakers and taped programs in Spanish

Activities for Evaluation

The same techniques used in Level I for evaluation of the listening skills should be employed in Level II, using materials of greater difficulty. In addition, Level II listening comprehension may be tested by using other skills, such as:

- Oral or written response to questions based on a spoken narrative
- True-false statements or multiple-choice items based on a spoken narrative which may contain some unfamiliar material
- Discrimination among intonation patterns of affirmation, information questions, and yes-no questions by punctuating the sentences heard or read
- Identification of structure signals by marking cue heard in sentences

SPEAKING

Goals

At this level students' oral skills should be more nearly equal to their aural recognition and comprehension. Students, having been exposed to the sound system in Level I, will strive for more accurate control of that system. Within the limits described in the section on structure, students should be able to:

- Produce with more consistent accuracy the sounds of Spanish vowels, consonants, and clusters with minimal interference from English
- Produce with greater accuracy patterns of intonation, stress, rhythm, and linking
- Express ideas using appropriate grammatical forms and word order characteristic of the language
- Participate in dialogs of greater length and complexity
- Produce conversations and short narratives paraphrasing familiar material

Learning Activities

In addition to the activities suggested in Level I, students should now be able to do the following:

- Respond to questions on a taped passage and repeat the answer given on tape
- While looking at a list of selected words testing the sound system, listen to a teacher or taped model; then read the selections aloud, imitating the pronunciation of the model
- In a question-answer series by the teacher, anticipate and complete the answer with a word
- Respond to questions based on slides, filmstrips, or short films
- Read a first-person narrative and retell the story in the third person
- Finish a dialog or story begun by the teacher, each student adding a line
- Produce short prepared talks with or without notes
- Produce short skits
- Participate in discussion groups, based on a reading selection, with student questions prepared ahead of time
- Discuss in small groups daily activities, centered around home, family, meals, school, and parties, basing the discussion on previously prepared drawings or magazine cutouts
- Participate in games such as "Twenty Questions" or "What's My Line?"
- Act out familiar fairy tales, or produce puppet shows

Activities for Evaluation

The evaluation techniques used in Level I may be expanded through the use of the following:

- Production of selected vowel and consonant sounds preceded by a taped or live model
- Production of narrative in response to visual cues
- Narratives guided by the use of questions
- Original skits based on familiar material
- Presentation of short selections from appropriate dramatic pieces
- Student recordings of any of the above

READING

Goals

Students, having fixed the association of the written symbol with the spoken word, will strive for more accurate control of this skill. They should be able to read with comprehension selections of Spanish readings chosen for their cultural significance and interest from a variety of sources, such as fables, short stories, newspapers, pamphlets, and magazines, containing vocabulary and grammar concepts already presented.

In order to demonstrate this ability, students should be able to:

- Read aloud using pronunciation, intonation, stress, and rhythm acceptable to the teacher
- Recognize and comprehend selected idioms
- Read silently with comprehension and without translation material more difficult than that of Level I
- Develop the skill of sensible guessing through the use of grammatical and context clues

Learning Activities

In order to vary the activities in the basic text, teachers may wish to have students do some of the following:

- Read familiar material aloud with special concern for pronunciation, intonation, rhythm, stress, and linking
- Combine selected dialogs into a narrative; then read aloud
- Read headlines from Spanish periodicals for comprehension
- Given unfamiliar material with previously learned vocabulary and phrases underlined, use contextual clues for sensible guessing
- Read a passage orally, listen to tape of same passage, reread passage, and indicate answers to questions given orally
- Read a passage of familiar material; then give oral or written résumé
- Read material from an overhead transparency (each line at timed intervals); then with projector turned off, answer questions either orally or in writing
- Given an oral passage, then a list of nonsequential events taken from the passage, rearrange the events into the proper order

- Given a narrative and an exercise matching Column A (question) with Column B (answer), rewrite into a complete response based on the reading passage

Activities for Evaluation

Both oral and silent reading skills may be evaluated by one or more of the following:

- Student recordings or oral reading to the teacher
- Answers to questions on reading selections
- Oral or written résumés of selected materials
- Completion of short sentences based on a given reading selection
- Multiple-choice vocabulary items, including synonyms and antonyms
- Identification by matching (definitions, characters in the reading selections, etc.)

WRITING

Goals

Students should be able to write compositions of greater length and complexity, keeping, however, within the active vocabulary and previously learned grammatical concepts. Compositions should continue to be guided. The skills which students should demonstrate will be the same as those of Level I.

In order to demonstrate these skills, students should be able to:

- Write the graphic symbols with more consistent accuracy than in Level I
- Write accurately the morphology, syntax, and those lexical items within their experience
- Punctuate and capitalize correctly

Learning Activities

In order to demonstrate writing skills students should be asked to do such activities as the following:

- Write answers to oral questions based on previously learned materials (narrative or dialog)
- Given the answers, write the questions (on previously learned materials)
- After seeing visuals representing lines of a dialog, write an appropriate sentence

- Read a question related to learned materials; then write a reply in correct word order
- Work crossword puzzles and play Spanish Scrabble
- Given two simple sentences, combine them into one sentence, using appropriate structures
- Given a sentence with a key word missing, fill in the blank with an appropriate word from a given list
- Rewrite a dialog into narrative form
- Rewrite a narrative into dialog form
- Listen to a narration on tape; then write a brief résumé of the material
- Given visuals based on a familiar subject, such as foods or family, write the correct word for each
- Given a list of key words from a narrative or dialog, use each one in a complete sentence
- Based on a model, form a sentence from given structural elements

  Model: *Iban a la iglesia todos los domingos.*
  asistir/escuela/semanas
  Asistían a la escuela todas las semanas.

Activities for Evaluation

Writing skills may be evaluated by those activities suggested in Level I and also by the following:

- Dictation of familiar and limited unfamiliar materials, paying special attention to spelling, punctuation, and capitalization
- Answers to questions based on a selection previously read
- Substitutions, replacements, and recombinations
- Short résumés of selections previously studied with questions for guidance
- Questions developed from a series of statements
- Original narratives based on familiar situations
- Short original skits based on familiar situations

- Sentences or a complete narrative, given visual stimuli
- Paragraphs in a different tense from the one given
- Direct discourse rewritten as indirect discourse

CULTURE

Goals

Teachers of Level II should refer to the general statement on culture in Level I, particularly the definitions of the two general categories of culture. The cultural aspects and concepts presented in Level I are to be reinforced, expanded, and studied in greater depth. In addition, students will broaden their knowledge and understanding of Hispanic culture through the introduction of additional facets of culture.

Students will demonstrate their comprehension of culture by being able to:

- Identify some of the principal heroes and/or leaders of Spanish-speaking countries
- Contrast specific aspects of the educational system of the United States with those of selected Spanish-speaking countries
- Identify, through selected readings, characteristics of Hispanic people
- Contrast customs related to birth, marriage, and death in the United States and Spanish-speaking countries
- Identify some of the dialects of Spanish, including those in the local community, if applicable

Learning Activities

In addition to the activities related to content in the basic text materials, students may do the following:

- Select a Spanish-speaking country and prepare an oral or written report on an outstanding person of the past or present
- Determine, through basic and supplementary reading, certain aspects of the educational systems of Spanish-speaking countries different from those of the United States, such as number of years spent in school for boys and girls
- After reading and/or listening to a selection, participate in group discussions on character traits of Hispanic peoples

- Study (in basic or supplementary materials) Hispanic customs related to birth, death, and marriage, and follow with such activities as sketching *calaveras* and composing *calaveras en verso*

- By listening to recordings, learn to distinguish differences in pronunciation in certain Spanish dialects, such as Caribbean, Mexican, Argentinian

- If Spanish is spoken natively in the community, do research on vocabulary commonly used in the area

- Listen to reports from other students who have traveled and/or lived in a Spanish-speaking country

Activities for Evaluation

As was stated in the Level I section, the students' understanding of culture is very difficult to evaluate as a separate entity. One suggestion to the teacher might be to include at least one question specifically related to culture on each major test. In addition, students may be asked to do the following:

- Match principal leaders of Spanish-speaking countries with their country by approximate time span

- Present an original dialog between an American and a Mexican student (or from another Spanish-speaking country), discussing differences in their school life

- Given a list of character traits, check those which apply to persons in a selection read

- Given a list of practices related to birth, death, or marriage customs, check those typical of the Hispanic culture

- Listen to short recorded selections and identify differences in the pronunciation of the Spanish dialects studied

STRUCTURE

Teachers should refer to the introductory statement for Level I Structure on page 18. Level II should begin with a review of those structures taught in Level I and any additional items not included in the Level I course. As was suggested in Level I, teachers may wish to add to the list of structures in Level II or postpone some items until Level III. It cannot be emphasized too strongly, however, that the primary concern in teaching structure is the individual student performance in all four of the language skills.

Additional indicative verb forms

- Imperfect
- Future
- Past perfect
- Present and past progressive

Uses of preterite and imperfect

Vosotros forms for recognition

Imperative: all commands on a productive level

Subjunctive mood: present, uses in noun clauses

Reflexive constructions

- Substitute for passive
- Impersonal use

Use of *estar* plus the past participle

Comparison of adjectives and adverbs

Selected uses of

- *Por* and *para*
- *Sino* and *pero*

Conjunctives: *y* to *e*, *o* to *u*

LEVEL III

LISTENING AND SPEAKING

Goals — Listening

At this level students will comprehend much more than they can reproduce orally; therefore, a broader range of topics may be included for listening comprehension activities than for speaking. Students should comprehend with increasing accuracy the meaning of a statement or passage as a single function rather than as isolated segments of sound. This will include live as well as recorded speech. To demonstrate these skills, students should be able to:

- Comprehend and discriminate among all the sounds of the language at a conversational tempo
- Comprehend short conversations and narrative passages based on familiar situations
- Comprehend the general sense of an unfamiliar context
- Comprehend narrations of increasing length and structural complexity
- Understand Spanish spoken by persons from more than one linguistic area or background

Goals — Speaking

Students demonstrate a greater competency in the skills of aural and oral discrimination as described in Levels I and II, with special attention to intonation of statements, questions, and commands; structure signals; vowel clusters, consonants, and supra-segmental phonemes; and syntactical patterns. To demonstrate these skills students should be able to:

- Produce with increasing accuracy all sounds of the language
- Master structure and vocabulary in recombination
- Formulate and respond to questions based on reading selections as well as personal experiences
- Participate in short conversations based on familiar situations
- Relate orally information gathered from in-class materials as well as out-of-class experiences

Learning Activities

The audio-lingual practices in Levels I and II were limited to such activities as mimicry, pronunciation drills, dialog-narrative recitation, and pattern drills to give students control over basic sound structure patterns. In Level III the emphasis will gradually shift from the classroom type of conversation to communication needed in everyday situations. Since reading skills will occupy a large part of the time in Level III, listening-speaking skills should be practiced in conjunction with reading, and classroom activities should be based on the reading selections.

To develop the listening and speaking skills, the students may do such activities as the following:

- Listen to informal recorded speeches, radio and television broadcasts, films, filmstrips, and tapes
- Listen to oral reports, skits, and anecdotes
- Listen to recordings of textbook materials
- Engage in conversations and class discussions through questions and answers
- Converse with guest speakers who appear before the class
- Participate in skits or plays, expressing proper intonation for emotions
- Report to the class on articles, advertisements, and interesting features from current newspapers and magazines
- Summarize orally familiar materials of a scene from a play, recordings, anecdotes, and cartoons
- Explain orally how to do something, such as a hobby or sport
- *Enseñar y explicar* (Show and Tell)
- Participate in oral structure drills
- Participate in pronunciation drills
- Tape-record pronunciation and structure drills and short reading selections
- Converse with native speakers in stores, cafés, etc.

Activities for Evaluation

- Oral or written response to questions (multiple-choice, true-false) based on unfamiliar recorded materials

- Oral or written response (short answer, completion) to questions based on familiar recorded materials
- Reports or summaries of classroom materials or events
- Student recordings of pronunciation and structure drills
- Indication by underlining the word or phrase that best completes the sentence heard
- Summaries or reports of topics presented by speakers from a variety of linguistic areas or backgrounds

READING

General Statement

In Level III the divergence between active and passive vocabulary becomes even greater than in previous levels. In silent reading students will encounter and understand, through contextual clues, a great deal of vocabulary which they will not be able to produce; nevertheless, vocabulary studies must not be limited to only those forms which students can reproduce. Active vocabulary will be best mastered when based on topics within students' experiences; passive vocabulary will emphasize reading for meaning in context rather than the study of isolated words.

Vocabulary of a purely regional flavor may also be introduced at this level in the passive stage.

Goals

Students must be able to derive meaning from their readings; learn specified vocabulary, structures, and idioms; acquire a degree of fluency in silent reading and expression in oral reading; acquire cultural data, insights, and appreciation; and as readings become more literary, recognize and appreciate a limited number of stylistic devices.

To demonstrate these skills, the students should be able to:

- Read aloud with accuracy of intonation, rhythm, stress, and linking
- Read and understand material containing recombinations of the vocabulary and grammatical structures previously learned
- Understand syntactical patterns which signal meaning
- Derive overall meaning through contextual clues
- Identify previously learned vocabulary in a new context

- Read, with increasing comprehension, materials containing unfamiliar cognates and new vocabulary or structural items
- Recognize synonyms, antonyms, cognates, and word families in context
- Progress from understanding the denotational meaning of an unfamiliar passage to discerning connotational meaning through devices of style, such as metaphors, similes, and plays on words
- Recognize stems, prefixes, and suffixes of words in a passage

Learning Activities

Because of the interdependency of speaking and reading, the need for related oral activities continues. To develop reading skills, students may be asked to do activities such as the following:

- Record readings from stories, plays, and articles
- Read aloud from selected stories, plays, and poems
- Read aloud a paragraph of unfamiliar material
- Underline new vocabulary, including cognates, or structural items in a given passage
- Read extensively in classroom periodicals, adapted books, and other sources to increase comprehension of active as well as passive vocabulary
- Read selected works from literature with emphasis on comprehension without translation
- Match idioms or vocabulary words with definitions
- Check the response which best completes the initial statement
- Select which of several responses is the most appropriate rejoinder to an initial statement
- Read unfamiliar material within an allotted time and then answer multiple-choice questions
- Read a passage in an allotted time, underlining the words not understood
- Identify stems, prefixes, and suffixes of words
- Identify figures of speech from selected prose or poetry
- List word families derived from stems, prefixes, and suffixes

Activities for Evaluation

Reading skills may be evaluated by the following:

- Student recordings and/or oral reading in class
- Sightreading
- Completion or matching exercises based on a previously read selection
- Completion of a previously read paragraph with key words missing
- Responses to questions over reading selections
- Identification of cognates, new vocabulary, or structural items by underlining or marking items and by matching definitions, synonyms, and antonyms
- Identification of figures of speech in a reading selection

WRITING

Goals

Writing skills should be practiced in conjunction with the other skills of listening, speaking, and reading. Whereas in Levels I and II the principal types of writing practiced were of an imitative and guided nature, Level III will provide a progression from directed to expressive composition.

To demonstrate these skills, the students should be able to:

- Show mastery of the graphic symbols of the spoken word
- Write variations of patterns previously learned
- Select language in accordance with the subject matter, purpose, or the intended reader
- Express their own thoughts on a specified topic
- Distinguish between formal and informal styles of writing, such as in personal and business correspondence or job applications

Learning Activities

Composition still needs limited control depending upon the range of vocabulary and topics. Letter writing or skits centered on familiar topics are examples of expressive composition with controlled elements. To continue the development of writing skills, students may do the following:

- Write from dictation
- Write a diary to cover a designated period of time
- Expand sentences by adding an appropriate adjective or adverb from a given list
- Write simple business letters, such as a letter of inquiry to tourist agencies or requests for materials
- Write an opinion on the appropriateness of the ending of a story read
- Write a synonym or antonym for specified words taken from a passage read
- Summarize the plot of a story
- Describe a magazine picture, a cartoon, or another visual
- Write a guided composition on a career choice
- Describe hobbies, people, activities, or pets
- Compile from reading selections a list of idiomatic expressions useful for everyday conversation
- Answer a specified number of questions so that the written response will form a composition
- Write short skits for dramatization based on in-class readings or events
- Compose simple poetry using a given model or guide, for example, *Haiku*
- Write original sentences using selected idioms from a reading passage
- Write a simple personal letter in Spanish, for example, to a pen pal in a Spanish-speaking country or region
- Complete a job application form

Activities for Evaluation

Writing skills may be evaluated by the following activities:

- Dictation from both familiar and unfamiliar materials
- Recombination, substitution, and replacement exercises over the structures of Levels I, II, and III
- Answers to questions over readings

- Guided compositions
- Summaries of reading selections
- Paragraphs over specific topics based on reading selections following class discussion

CULTURE

General Statement

As stated in the sections on Levels I and II, the study of culture is a part of every aspect of the teaching of Spanish at all levels. In Level III students must expand and deepen their understanding of previously taught concepts. Contemporary culture is of first concern to students; they are interested in how Spanish-speaking students of their own age and circumstances behave and think.

The study of culture has general concepts as well as unique shadings of interpretations indicative of local areas. The classroom teacher should be able to make the distinction between the two and emphasize those points which are necessary for the student to develop a transcultural understanding conducive to harmony among all peoples.

Goals

Students will demonstrate their comprehension of Hispanic culture by being able to:

- Identify objects, people, scenes, gestures, habits, and traditions typical of both the Hispanic and the students' own culture
- Acquire and internalize information about the way of life in the Hispanic culture
- Understand what behavior is expected in specified situations in the Hispanic culture
- Recognize the meaning and importance of gestures
- Identify those authors, characters, or works from the humanities which have become part of the Hispanic contribution to world cultures

Learning Activities

Students may do the following:

- Play the role of a Spanish-speaking person of a particular country (in skits or plays)

- Write a skit emphasizing Hispanic cultural traits or gestures
- Explain why the native speaker in a film or filmstrip is reacting in a certain way to a certain situation
- Point out what is culturally different in a picture or scene from a Spanish-speaking country
- Describe a typical day in the life of a selected person living in a Spanish-speaking culture
- Report on cultural items found in newspaper or magazine articles from a Spanish-speaking country
- Discuss personal reactions to cultural similarities and differences in the Hispanic world
- Sing a song or recite a poem, fable, or proverb
- Participate in dances representative of certain regions
- Explain how to prepare certain Hispanic foods
- Collect and explain cartoons or jokes
- Identify by country familiar works of art, buildings, monuments, and musical selections
- Write a letter pretending to be a famous historical figure
- Discuss the different cultural — sociological, geographical, or historical — aspects of reading selections, identifying authors, characters, and influences which typify the various Hispanic cultures
- Explain culturally significant similes or metaphors in a familiar poem or song
- Listen to guest speakers from Spanish-speaking localities talk on various facets of Hispanic culture

Activities for Evaluation

- Designation of statements about Hispanic culture as true or false
- Specialized terms matched with their definitions
- Answers to factual multiple-choice questions
- Comparisons and contrasts of significant aspects of the Hispanic culture with the students' own culture

- Identification of gestures typical of both the Hispanic culture and the students' own culture
- Indication of what gestures a Spanish speaker would probably use in a given situation
- Matching or short-answer type questions based on previously discussed readings for identification of cultural elements, authors, characters, and influences typically Hispanic

STRUCTURE

It is recommended that a review of all structures previously presented precede the Level III program. By this time teachers should be able to determine which structural items are most important for each student and thus plan for reinforcement accordingly. The attainment of the goals in the three-level Spanish program can be measured by each individual student's performance in the four skills.

Verbs

- Indicative mood: conditional
- Subjunctive mood
  - Present: Uses in adjective and adverbial clauses
  - Imperfect: Forms and uses
  - Present perfect: Forms and uses
  - Past Perfect: Forms and uses
- Sequence of tenses
- Passive voice

Pronouns

- Nominalizations with *lo, el, la*
- Relative

GLOSSARY OF GRAMMATICAL AND LINGUISTIC TERMS*

alveolar — a point of articulation made by the tip of the tongue touching the upper alveolar ridge

anthropological linguistics — a branch of cultural anthropology. The linguist generally does field work — the transcription and analysis of a natural language using a native informant in his own habitat. Another concern of the anthropological linguist lies in the area of language and culture

applied linguistics — the effective use of the findings of linguists in the various areas in the teaching-learning situation

bilabial — a point of articulation made by having the lips come into complete contact

cluster — phonetically, two or more consecutive consonants or vowels in a speech segment

consonants — sounds produced when the column of air is blocked or partially blocked as it emerges

count noun — the determination of a count noun is based, generally, on the criterion of measurement by quantity or number (book, egg, house, etc.)

diphthong — a sound made by gliding continuously from the position of one vowel to that of another. Examples: *cueva, hoy, paisano*

fricatives — continuant sounds in which the organs are brought close enough together so that the air stream makes a friction-like sound

grammar — that part of the study of language which deals with forms and structures of words (morphology) and with their customary arrangements in phrases and sentences (syntax)

grammatical morphemes — those which signal grammatical (or structural) meaning

juncture — or terminal juncture — a type of pause which involves a slight change in pitch, volume, and tempo

kernel sentence — a simple, active, declarative sentence whose grammatical structure places it into one of the basic sentence patterns

labiodental — a point of articulation made by the lower lip coming into contact with the upper teeth

lexicology — the study of the words of a language

*For teacher reference only.

linking — the pronunciation of an otherwise absent consonant sound at the end of the first of two consecutive words, the second of which begins with a vowel sound and follows without pause. Example: *el hombre* [*e-lóm-bre*]

linguistics — the study of language for its own sake, or as a phenomenon of human behavior, based on the assumption that language is speech

mass noun — one that is not readily modified by a numeral: *leche, música*

minimal pair — two words that sound alike except for one feature. Such pairs help to identify phonemes: *todo, toro; misa, mesa.*

mode of articulation — the way a sound is produced, for example, fricative, continuant

morpheme — the smallest unit of speech which has an identifiable meaning of its own

morphology — the study of the smallest units of speech (combinations of phonemes) which have an identifiable meaning of their own

nasals — resonant sounds in which the oral cavity is closed off at some point and the nasal passage opened so that the air goes out through the nose

noun phrase — a group of words consisting of a determiner plus noun plus number (that is, as a noun is selected, so is its number - singular or plural)

phoneme — the smallest unit of sound which distinguishes one utterance from another

phonemics — the study of the distinctive sounds of language; concerns itself with differences in pronunciation which speakers use in distinguishing different utterances in a language (contrasts), the limitations on occurrences of sounds, and the specification of the varieties of sound found in particular circumstances

phonetics — the study of speech sounds and the way they are produced, transmitted, and heard

phonology — a branch of linguistics that deals with the sound system of a language in its totality. Some linguists have used the term to indicate the historical study of sounds, many to indicate the study of the functioning of sounds in a particular language

pitch — musical tone or frequency

point of articulation — the place or point in the mouth where the organs come in contact to produce a sound

rejoinder — any sensible utterance elicited in a guided oral drill designed to develop free response on the part of the student

schwa — an unstressed mid-central vowel. Example: the first and last *a*'s in *America*

semiconsonant (also, semivowel) — resonant sounds which are considered as being on the borderline between consonants and vowels

semantics — the study of meaning

sinalefa — vocalic linking across word boundaries

sinéresis — vocalic linking within a word

stop — a consonant that momentarily stops the flow of sound

stress — the loudness or prominence of a given sound

structure — the regularities and patterns of a language viewed as a system in which elements are defined in terms of their relationship to other elements

structure signals — a word or words that show grammatical rather than lexical meaning, used primarily to show relationships

suprasegmentals — phonological features which influence in several important ways the segments of sound. They include: pitch, stress, and juncture, as well as rhythm

syntax — words (composed of derivational, lexical, and grammatical morphemes) joined together to make up larger units of speech, such as phrases or sentences

tap (or flap) — a quick tap of the tip of the tongue against the alveolar ridge

transformational grammar — grammar that is viewed as a set of phrase structure rules for the derivation of simple, active, declarative sentences, combined with a set of transformational rules which, when applied to the sentences derived by the phrase structure rules, add to, subtract from, or modify the order within them, or combine them in complex ways

trill — the tip of the tongue brought to the alveolar ridge where it is set into vibration

vertical plane — the position of the arch of the tongue with respect to the palate: high, mid, or low

voiced sounds — those produced with simultaneous vibration of the vocal cords

voiceless sounds — those produced without vibration of the vocal cords

vowels — sounds produced with no blockage of the oral cavity. The basic criteria for the description of vowel sounds are: position of the arch with respect to the palate; position of the arch with respect to the front or back of the mouth; and shape of the lips

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